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NUTRITION COMMITTEE NEWS

For exchange of information on nutrition education and school lunch activities.

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U. S. DEPARTMENT OF AGRICULTURE

WORKERS' OPPORTUNITIES FOR STUDY

Providing means for food and nutrition workers to refresh and add to their knowledge in subject matter, in methods of teaching, and in practical application of food and nutrition facts has been a long-time function of many nutrition committees. To do this, nutrition education and school lunch committees, alone or with other organizations, have sponsored institutes, conferences, or workshops for groups of workers having common or related problems.

Procedures used by study groups have changed with advancing knowledge of conditions that promote learning. Research indicates that certain characteristics are common to all successful group learning experiences. (Feb. 1952 NCN.) There is value in involving each learner in his own instruction . . . starting students off "where they are, as they are" . . . permitting free interchange of ideas and action by all participants . . . using the group-discussion-decision method . . . and employing a variety of media.

As these principles are put into practice, study groups provide real learning experiences in which everyone who takes part has the chance to grow into a better person

as well as a more effective worker. Specialists in the Office of Education say that this should be the ultimate goal of all group study.

Availability of qualified resource people and adequate facilities should be known before a group study project is undertaken. Generally it is most practical to cooperate with a college or university. In addition, the use of other available community resources should be explored. The contribution that a group's own members can make should be kept in mind from start to finish. Information on consultant service for those who plan to organize a workshop or conference, as well as helpful publications, may be obtained from the National Education Association, 1201 16th Street, N. W., Washington D. C.

Preplanning is the most important and often the most difficult part of arranging for a group study project. Plans should always be flexible enough so that there can be spontaneity and sharing in (1) setting up problems and goals, (2) developing suitable work procedures, (3) evaluating progress and results, and (4) planning for follow-up.

AN EXAMPLE FROM HEALTH EDUCATION

To advise in the step-by-step development of New Jersey's first Workshop in Health Education held in June 1949, a Workshop Steering Committee began planning the previous September. One of its first concerns was selection of participants. County superintendents of schools in consultation with others chose two elementary teachers or nurses from each county, about 50 in all, on the basis of their leadership qualities and ability to take back to their respective communities the benefits of their workshop experiences. Those selected were asked to send in a list of the health education and health service problems encountered in their classrooms that they wished to study. The program was built around these problems.

Many organizations cooperated. The Tuberculosis League, which first proposed the project, paid for operating expenses and special speakers and contributed in other

Workshop Principles

Principles of workshop education . . . include freedom to choose one's own problem, goal, and way of working; individual responsibility for results; cooperation from consultants; . . . self-evaluation and group evaluation from time to time, particularly in the final appraisal of the workshop by its participants; continuous self-government, with students and consultants sharing in discussion and decision. Being on one's own gives to workshop procedures a sense of reality, of individual purpose, of sincerity that seems more difficult to attain by the usual classroom methods.—B. R. Andrews, *Jour. Home Econ.*, vol. 36, pp. 269-70, May 1944.

ways. The county TB associations paid expenses of participants. The Commissioners of Health and Education and the president of the Teachers College at Trenton made available the facilities and services of personnel of their departments. Members of the New Jersey Nutrition Council took part.

Speakers, resource persons, books, films, exhibits, and materials for distribution were provided by private and government agencies and commercial firms. State library personnel assembled health education references. State library texts supplemented those of the college library. An experienced librarian was on hand at all times. The Department of Health printed the program and the report of the workshop.

At the first session the students met with their assigned leaders, decided on the most pressing problems, and divided into work groups. Thereafter, leaders and consultants were available for consultation and guidance to groups or individuals.

On the check sheets giving their criticisms and suggestions, most members said they were pleased with the way the program was balanced but wished the meeting could have been for longer than 2 weeks. They wanted more time for panels, more small group and individual conferences, and more field trips. Throughout the period they demonstrated their ability to live together as well as work and exchange ideas.

Participants considered how they would follow through their experience upon their return home. On the last day they planned a reunion during the New Jersey Education Association Convention at Atlantic City. At the reunion, 4 months later, they exchanged news of new job activities which had grown out of their summer experiences.

1952 Summer Workshops

- Apply to the Department of Education in your State for information about school lunch workshops.
- See the Journal of Home Economics for April and May for workshops of interest to home economists.
- Write to Education Section, Department of Public Services, General Mills, Inc., 400 Second Ave. N., Minneapolis 1, Minn., for General Directory of Summer Workshops.

EXAMPLES FROM SCHOOL LUNCH

With the rapid development of the school lunch program following the passage of the National School Lunch Act in 1946, there has been a growing need for trained personnel to operate school lunchrooms. Group study for supervisors, managers, cooks, and other workers has been arranged in all States in an effort to provide better lunches with the money available.

Brief meetings—1, 2, or 3 days—have often been held to fit into work schedules. Sometimes a series of 1-day meetings have been most convenient. They have stressed "how to" and such practical problems as sanitation, food preservation and preparation, and menu planning.

School lunch cooks working in Michigan's Upper Peninsula schools attended 3-day meetings planned and conducted by the Upper Peninsula School Administrator's Curriculum Planning Committee and the Michigan Department of Health. The cooks prepared type A meals and discussed common problems with the guidance of staff members. School administrators, teachers, and school board members came in for one day to exchange ideas and work on common problems.

At the Virginia Third Annual School Lunch Workshop, held July 8-13, 1951, facilities of Madison College were used and participants paid their own living expenses. Instructors were selected on the basis of their knowledge of (1) problems of school lunch operation at State, district, and local levels; (2) nutrition; and (3) food preparation. They started preparing for their duties the year before by taking part—in the evaluation of the June 1950 workshop, in preplanning conferences which began in September 1950, and in developing instructional materials. The final briefing for instructors was held July 8, 1951.

The 92 managers and workers at the workshop were separated into two groups—beginners and repeaters—and then subdivided into three sections by the size of their lunchroom's operations. Each section worked with the same leaders daily for a 2-hour period. A general assembly with guest speakers, field trips, demonstrations, and recreation completed the day.

Members took part in preparing the material for a study of school lunch management. Working committees of two or three persons planned menus, made market orders, figured food costs, or worked on other phases of the study. The material developed was mimeographed and distributed to all participants. Members were encouraged to send in their suggestions for improvements after using the material in their schools.

New Chairmen of Nutrition Committees

Ohio. Elizabeth Martini, Ohio Department of Health, Columbus.

Puerto Rico. Dr. Esther Seijo de Zayas, Department of Health, Santurce.

Texas. Jennie S. Wilmot. University of Texas, Austin.

Virgin Islands. Mrs. Julia Nichol森, Insular Department of Health, St. Thomas.

West Virginia. Dr. Hu Myers, The Myers Clinic, Philippi.

AN EXAMPLE FROM COMMUNITY NUTRITION

At the opening session of the Third Annual Workshop sponsored by the University of Illinois and the Illinois State Nutrition Committee, the members determined the questions and topics for discussion and the mechanics for carrying on their week-long meeting. *Group work in improving community nutrition* was chosen as the theme.

The 20 participants often divided into two or three small groups for working purposes. They considered problems related to community nutrition, good nutrition for young children, and in-service nutrition training for teachers and public health nurses as well as group work and its application to community nutrition.

Role-playing was used to show how behavior is affected by different types of leaders. Two meetings of a community advisory nutrition committee were the settings. The person taking the role as chairman used a democratic procedure in conducting one meeting and an autocratic one in the other.

Evaluation of each day's discussion helped quicken decision making and increase participation. A brief "end of meeting evaluation report" consisted of:

1. How do you feel about this meeting?
 Poor_____ Fair_____ Good_____
2. What were the weaknesses?
3. What were the strong points?
4. What improvements would you suggest?

AN EXAMPLE FROM NURSING EDUCATION

An example of how group discussions were used in a conference attended by 56 representatives of schools of nursing and of practical nursing is given in an account

of the Workshop in Nutrition in the Basic Curriculum for Nurses held at Tulsa, Okla.

The six nurses and six dietitians selected to be leaders, recorders, or resource persons were briefed on work group procedures at the beginning of the conference. Some of the important duties assigned participants follow:

Leaders—

- Help group get under way in selecting problems.
- Help group establish procedural rules or systems.
- Help group move along to practical solutions.
- Try to keep everyone participating by helping to involve the "timid soul" and keep the dominant person from monopolizing the discussion.
- Learn the capabilities and types of contributions that each member can make and help group to use these in the most effective manner.

Recorders—

- Keep a running record of the main problems, issues, ideas, facts, and decisions as they develop.
- Summarize points discussed and report to the group as needed.
- Consult with group about the kind of final reports that it will present at the general session.
- Prepare the final report in collaboration with the group or selected members of the group.
- Report progress of the group at general sessions.

Resource persons—

- Supply information when called upon.
- Help leader get those who are not participating to take more active part.
- Help leader move group along.

Group members—

- Help decide on problems for discussion and ways of working in the group.
- Contribute ideas and suggestions.
- Help the group move forward effectively to useful and practical solutions of the problem.
- Listen carefully to get ideas and clear insights.
- Request clarification, facts, opinions, and general information when needed.

Members formed four discussion groups of 8 to 12 persons each. Nurses and dietitians from the same hospital worked in the same group. All groups considered the same problem at the same time and felt that through sharing of ideas and facts they had developed new insights. At the close of each discussion period, the group as a whole reviewed their conclusions and evaluated the session.

MATERIALS

Listing of these materials is for information of readers and does not necessarily mean recommendation.

The publications listed below may be obtained from the addresses given after the name of the publication. The symbols, e.g., GPO refer to—

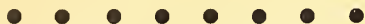
GPO—Superintendent of Documents, Government Printing Office, Washington 25, D. C.

OE—Office of Education, Federal Security Agency, Washington 25, D. C.

ARC—The American National Red Cross, Washington 13, D. C., or local chapters.

EXT—Extension Service, United States Department of Agriculture, Washington 25, D. C.

BHNHE—Bureau of Human Nutrition and Home Economics, United States Department of Agriculture, Washington 25, D. C.



THE WORKSHOP. P. B. Diederich and W. Van Til. 32 pp. 1945. The Interstate Printers and Publishers, 19-27 North Jackson St., Danville, Ill. 30¢.

THE WORKSHOP WAY OF LEARNING. E. C. Kelley. 169 pp. 1951. Harper & Bros., New York.

WORKSHOP TECHNIQUES IN ELEMENTARY EDUCATION. Educ. Briefs No. 10. 15 pp., illus. 1948. Processed. OE.

WORKBOOK FOR EXTENSION NUTRITIONISTS. E. L. Blanchard. 81 pp. 1952. Processed. Single copies. EXT.

SUGGESTED OUTLINE FOR TRAINING SCHOOL LUNCH WORKERS. Interagency Committee on School Lunches. 26 pp. 1949. Processed. Production and Marketing Administration, USDA, Washington 25, D. C.

ADULT LEADERSHIP. May 1952. Published monthly by Adult Education Association of the United States of America with funds from the Ford Foundation. Adult Leadership, 743 N. Wabash Ave., Chicago 11, Ill. Single copy 50¢. \$4.00 a year.

SO—WE PLAN A WORKSHOP. 10 pp. Processed. Single copies. Indiana Council for Children and Youth, 1330 W. Michigan St., Indianapolis 7, Ind.

COMPOSITION OF FOODS USED IN FAR EASTERN COUNTRIES. W. T. W. Leung, R. K. Pecot, and B. K. Watt. Bureau of Human Nutrition and Home Economics, USDA, Agr. Handbook 34, 62 pp. 1952. GPO, 30¢.

RECIPES FOR QUANTITY SERVICE. Food Service V. 27 pp., illus. 1952. BHNHE.

WHAT TO DO WHEN YOUR HOME FREEZER STOPS. E. L. Blanchard. Folder, illus. EXT.

INFANT CARE. U. S. Children's Bur. Pub. 8, 145 pp., illus. 1951. GPO, 20¢.

TEACHERS CONTRIBUTE TO CHILD HEALTH. E. Schneider and S. A. McNeely. U. S. Off. Ed. Bul. 1951, No. 8. 44 pp., illus. GPO, 20¢.

CHRONIC ILLNESS. DIGEST OF SELECTED REFERENCES. (including some on geriatrics.) V. B. Turner. U. S. Pub. Health Serv. Bibliog. Ser. 1, 216 pp. 1951. GPO, 50¢.

SOCIAL CONTRIBUTION BY THE AGING. C. Tibbetts, Ed. Annals 279. pp. 1-179. Jan. 1952. The American Academy Political and Social Science, 3817 Spruce St., Philadelphia 4, Pa. \$2.00.

MAN AND HIS YEARS. (Account of first National Conference on Aging, sponsored by Federal Security Agency.) 320 pp. (HPI-51-93) Health Publications Institute Inc., 216 N. Dawson St., Raleigh, N. C. Cloth-bound, \$3.25. Paper-bound, \$1.75.

DIRECTORY OF 2002 16 mm. FILM LIBRARIES. (Listed by State and city.) S. Reid and A. Carpenter. U. S. Off. Educ. Bul. 1951, No. 11. 113 pp. GPO, 30¢.

CONFIDENTIALLY SPEAKING. Monthly. Processed. (Notes on nutrition.) Margaret C. Moore, Department of Health, Civil Courts Bldg., New Orleans 7, La.

REMEMBER THE BLACK COW. (For blood donors.) ARC 1728. Folder. ARC.

THE AMERICAN NATIONAL RED CROSS ANNUAL REPORT. 62 pp., illus. 1952. ARC.

ANNUAL REPORT, DIVISION OF CHRONIC DISEASE AND TUBERCULOSIS, FISCAL YEAR 1951. 17 pp. Processed. U. S. Public Health Service, Washington 25, D. C.

EXTENSION MARKETING WORK UNDER THE RESEARCH AND MARKETING ACT 1951-52. 21 pp. Processed. EXT.

REPORT OF THE CHIEF OF THE BUREAU OF HUMAN NUTRITION AND HOME ECONOMICS, AGRICULTURAL RESEARCH ADMINISTRATION. 1951. 14 pp. GPO, 5¢.

A SELECTED LIST OF NUTRITION AND SCHOOL LUNCH MATERIALS. Compiled by the Interagency Committee on Nutrition Education and School Lunch. 12 pp. Processed. BHNHE or OE.